



South Carolina

High School
Alternate
Assessment
Program (HSAP-Alt)

HSAP-Alt 2004 Score Report Interpretation Guide

HSAP-Alt 2004 Score Report Interpretation Guide

Introduction

The High School Alternate Assessment Program (HSAP-Alt) was designed to assess students with significant cognitive disabilities who are unable to participate in the regular High School Assessment Program (HSAP). The purpose of the HSAP-Alt is to assure that these students will be provided the opportunity to participate in a challenging curriculum that will result in higher expectations for learning. The inclusion of students with significant cognitive disabilities in statewide testing is required by Federal and state laws. Students who take the HSAP-Alt are not eligible for a South Carolina High School Diploma.

The HSAP-Alt uses teacher-administered activities to allow the student to demonstrate his or her understanding and capabilities in the areas of mathematics and English language arts. The HSAP-Alt is administered in a way that allows the student to respond in his/her mode of communication and with the support needed to be successfully engaged in the activities.

The HSAP-Alt is administered by the student's teacher individually with a second person present serving as a testing monitor. Teachers are provided approximately a five week window of time from March to the middle of April to complete the administrations. The administration is usually completed in one session for each subject area, but may be extended over several sessions to meet the student's needs.

Alignment to South Carolina Curriculum Standards

The HSAP-Alt assesses mathematics skills that are aligned with the number and operations standards of the South Carolina Curriculum Standards. In this part of the assessment, the student participates in an activity involving the sorting, counting, and packaging of objects. The English language arts skills and knowledge assessed by the HSAP-Alt are aligned with the reading comprehension standards of the South Carolina Curriculum Standards. This part of the assessment involves an activity in which a story is read and discussed with the student.

Achievement Level Scores

The student's demonstration of the skills and knowledge required by the assessment is reported as an achievement level ranging from 1 to 4. The definitions of these achievement levels are provided in the following tables.

Mathematics Achievement Levels			
Level 1	Level 2	Level 3	Level 4
The student demonstrates an awareness of numeracy materials and routines. The student displays intention by responding with affect to objects or people and by imitating behaviors associated with numeracy activities when prompted.	The student demonstrates a beginning understanding of numbers. The student is able to demonstrate an understanding of one-to-one correspondence and to identify one item.	The student uses concrete representations of numbers purposefully, has some understanding of numbers and quantity, and understands the symbolic representation of numbers. The student is able to identify a number and match a number to a quantity.	The student performs basic mathematical operations, makes quantitative comparisons and estimations, and creates and extends patterns.

English Language Arts Achievement Levels			
Level 1	Level 2	Level 3	Level 4
The student demonstrates an awareness of literacy materials and routines and can respond to technology-based literacy materials. The student displays intention by responding with affect to objects or people and by imitating literacy behaviors when prompted.	The student demonstrates a beginning level of story and language comprehension by displaying appropriate affect to the story and by engaging in basic communication about the story.	The student interacts purposefully with literacy materials and demonstrates some reading strategies. When a story is read or signed, the student knows what the story is about and can answer who, what, where, and why questions; make predictions based on cause and effect; and use prior knowledge to relate to the story.	The student demonstrates comprehension of a story and understanding of print concepts. The student can identify elements of literature and use strategies to make meaning of text.

In addition to achievement level scores, HSAP-Alt performance is reported by raw score totals for each subject area and raw scores for concepts within subject areas. The mathematics total score range is 0 - 108 (SEM 4.27). The ELA total score range is 0 - 100 (SEM 4.27). The achievement level scores for HSAP-Alt performance were determined by using a modified bookmark standard-setting process involving a panel of South Carolina educators. The total score ranges for the assignment of achievement levels are presented in the table below.

Mathematics		English Language Arts (ELA)	
Total Score	Achievement Level	Total Score	Achievement Level
93-108	4	84-100	4
56-92	3	61-83	3
32-55	2	39-60	2
0-31	1	0-38	1

Achievement levels of 3 and 4 will be considered “Proficient” for the purposes of AYP computations.

HSAP-Alt Score Reports

This guide describes the various types of score reports provided for the 2004 HSAP-Alt administration. The data in the sample reports are for illustrative information purposes only and are not intended to reflect performance of any student(s) in South Carolina. Users of score report results should remember that test data constitutes a single source of information that should be used in conjunction with other relevant information on student performance.

Score reports are generated for each district and school. The following chart lists the types of HSAP-Alt score reports (and the number of copies) that will be received.

Reports to the District	Reports to the School
	Individual Student Report (2 copies)
School Roster Summary (1 copy)	School Roster Summary (2 copies)
District Roster Summary (2 copies)	

Special Reporting Codes and Messages

In addition to raw scores and achievement level scores, score reports may include the following codes or messages:

Not a Valid Attempt (NV) – The **NV** code will appear on the School and District Roster Summary for a student when there was not a valid assessment attempt in a subject area. In order to qualify as a valid assessment attempt, the student must have received scores on at least three or more items. On the Individual Student Report, an NV status for a student is reported as Not Tested (NT). NV status students count as Not Tested (NT) for purposes of accountability.

Not Tested (NT) – The **NT** code will appear on the Individual Student Report and the School and District Roster Summary when no items were scored for a student in a subject area (i.e., mathematics or ELA). The NT code is reported on the Individual Student Report when there was not a valid assessment attempt (NV) for a student.

No Concept Scores Provided (*) – The concept scores were suppressed on the Individual Student Report (ISR) for students with a total score in a subject area less than 10. The ISR for these students contains the following asterisked footnote: “Not enough information is available to describe the student’s skills and capabilities on the concepts.” These students are identified on the School and District Roster Summary with the following asterisked footnote: “No concept scores provided on the student’s ISR.”

Student: Casato, Jorge

Birth Date: 09/06/87

Student ID: 123456789123

Teacher: Washington, George

School: Jordan High

District: Jordan



South Carolina

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Spring 2004

Individual Student Report

Mathematics		Total Points Scored: 34		Achievement Level: 2	
Activity	Concepts	Scored Points	Points Possible	Percent of Total Possible Points Scored	
1. Organize, count, package items in boxes of different sizes	I. Demonstrate one to one correspondence and make quantitative comparisons of objects	21	36		
2. Interpret number sentences	II. Count, add, and subtract using concrete objects	7	36		
3. Identify and extend patterns	III. Understand mathematical symbols; perform basic addition and subtraction; create and extend patterns	6	36		
TOTAL POINTS		34	108		

English Language Arts		Total Points Scored: 50		Achievement Level: 2	
Activity	Concepts	Scored Points	Points Possible	Percent of Total Possible Points Scored	
1. Attend to a story and answer questions	I. Attend to a story and engage in discussion	16	20		
2. Identify familiar words in text and use strategies to make meaning of text	II. Demonstrate story comprehension	28	40		
	III. Understand print concepts and identify elements of literature	5	24		
	IV. Use strategies to make meaning of text	1	16		
TOTAL POINTS		50	100		

Description of the Sample Individual Student Report (ISR)

Student, teacher, and school information appear at the top of the report. The teacher identified on the report is the teacher who administered the assessment. Student performance scores are provided on the front of the report for mathematics and English language arts. The backside of the report provides information about the HSAP-Alt and about the scores on the ISR. A copy of this information (“Individual Student Report Information”) appears on page 6.

Pointer highlighted sections of the report:

❶ **Activity:** The “Activity Column” provides a brief description of the activities used during the assessment that allows students to demonstrate their academic skills.

Concepts: Items on the assessment were grouped into concepts to describe the student’s performance on categories of skills. The student’s performance is reported by concept as well as the total points score for the subject area (i.e., mathematics and ELA).

❷ **Total Points Scored:** The “Total Points Scored” is the total raw score a student obtained on the ELA or mathematics section of the assessment. The range of possible points a student could score on the mathematics assessment is 0-108 points. The range of possible points for ELA is 0-100.

Achievement Level: The student’s overall performance on the assessment is reported as an achievement level ranging from 1 to 4. The achievement level is determined from the student’s total points scored. The score ranges for assignment of achievement levels are provided on page 2.

❸ **Scored Points:** The “Scored Points” column indicates the number of points the student scored on each concept grouping of skills and the total points scored for the subject area.

Points Possible: The “Points Possible” column indicates the maximum possible score that could be obtained for each concept grouping and total points scored.

❹ **Percent of Total Possible Points Scored:** The horizontal bars provide a graphic representation of the proportion or percent of the total possible points the student scored on each concept grouping. For example, in mathematics, the sample student scored 21 out of a total of 36 possible points on concept 1, which was approximately 58% of the total possible points.

Individual Student Report Information

The High School Alternate Assessment (HSAP-Alt) was designed to assess students with significant cognitive disabilities who are unable to participate in the regular High School Assessment Program (HSAP). The purpose of the HSAP-Alt is to ensure that these students will be provided the opportunity to participate in a challenging curriculum that will result in higher expectations for learning. The inclusion of students with significant cognitive disabilities in statewide testing is required by Federal and state laws. Students who take the HSAP-Alt are not eligible for a South Carolina High School Diploma.

The HSAP-Alt uses teacher-administered activities to allow the student to demonstrate his or her understanding and capabilities in the areas of mathematics and English language arts. The HSAP-Alt is administered in a way that allows the student to respond in his/her mode of communication and with the support needed to be successfully engaged in the activities.

In the mathematics part of the assessment, the student participates in an activity involving the sorting, counting, and packaging of objects. The HSAP-Alt assesses mathematics skills that are aligned with the number and operations standards of the South Carolina Curriculum Standards. The English language arts part of the assessment involves an activity in which a story is read and discussed with the student. The English language arts skills and knowledge assessed by the HSAP-Alt are aligned with the reading comprehension standards of the South Carolina Curriculum Standards.

The student's demonstration of the skills and knowledge required by the assessment is reported as an achievement level ranging from 1 to 4. This score, designated as "Achievement Level," appears on the right side of the top line of the mathematics and English language arts sections of the report. The definitions of these achievement levels are provided in the tables below.

Mathematics Achievement Levels

Level 1

The student demonstrates an awareness of numeracy materials and routines. The student displays intention by responding with affect to objects or people and by imitating behaviors associated with numeracy activities when prompted.

Level 2

The student demonstrates a beginning understanding of numbers. The student is able to demonstrate an understanding of one-to-one correspondence and to identify one item.

Level 3

The student uses concrete representations of numbers purposefully, has some understanding of numbers and quantity, and understands the symbolic representation of numbers. The student is able to identify a number and match a number to a quantity.

Level 4

The student performs basic mathematical operations, makes quantitative comparisons and estimations, and creates and extends patterns.

English Language Arts Achievement Levels

Level 1

The student demonstrates an awareness of literacy materials and routines and can respond to technology-based literacy materials. The student displays intention by responding with affect to objects or people and by imitating literacy behaviors when prompted.

Level 2

The student demonstrates a beginning level of story and language comprehension by displaying appropriate affect to the story and by engaging in basic communication about the story.

Level 3

The student interacts purposefully with literacy materials and demonstrates some reading strategies. When a story is read or signed, the student knows what the story is about and can answer who, what, where, and why questions; make predictions based on cause and effect; and use prior knowledge to relate to the story.

Level 4

The student demonstrates comprehension of a story and understanding of print concepts. The student can identify elements of literature and use strategies to make meaning of text.

In addition to providing the student's achievement level in mathematics and English language arts, the report indicates the number of points the student scored in skill groupings designated as "Concepts." The strength of the student's performance on each concept can be determined by comparing the "Scored Points" obtained by the student with the "Points Possible" for each concept. The percent of possible points the student obtained for each concept is represented by the bar graphs on the right side of the report.

The results of the HSAP-Alt provide information on how your child performed on selected tasks and skills aligned with the South Carolina Curriculum Standards for mathematics and English language arts. These results, along with student performance and progress information provided by your child's teacher, should be used when discussing your child's progress and instructional needs.

District: Jordan

~~Spring 2004~~

School Roster Summary

[illegible]

Description of the Sample School Roster Summary

The School Roster Summary provides score information for all students assessed at the school and includes all information for each student that was provided on the Individual Student Report.

Pointer highlighted sections of the report:

- ❶ **Teacher and Student:** The teacher that assessed each student appears in bold type followed by the names of the students.

Demographic Information: The demographic information reported for each student (student SASI identification number, date of birth, gender, and ethnicity) was obtained from the school's student database (SASI), or in some cases was coded directly by the teacher on the student's score sheet.

- ❷ **Concepts:** Items on the assessment were grouped into concepts to describe the student's performance on categories of skills in mathematics and English language arts. The maximum points that could be obtained for each concept are specified in the column headings. The number of points scored by a student in each concept is reported in the columns.

- ❸ **Total Points Scored:** The "Total Points Scored" is the total raw score a student obtained on the mathematics or ELA section of the assessment. The range of possible points a student could score on the mathematics assessment is 0-108 points. The range of possible points for ELA is 0-100.

Achievement Level: The student's overall performance on the assessment is reported as an achievement level ranging from 1 to 4. The achievement level is determined from the student's total points scored. The score ranges for assignment of achievement levels are provided on page 2.

- ❹ **Summary of Achievement Level Scores:** This section of the report summarizes the number of students at the school scoring at each achievement level for mathematics and English language arts (ELA). Students with no scored items or with less than three scored items (not a valid assessment attempt) in a subject area were counted as "Not Tested" for that subject area.

District: Jordan



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District Roster Summary

Student School	DEMOGRAPHIC INFORMATION				MATHEMATICS Range of Total Points Possible 0-108					ENGLISH LANGUAGE ARTS Range of Total Points Possible 0-100					
	Student ID	Date of Birth	Gender	Ethnicity	Concept I Max Points 36	Concept II Max Points 36	Concept III Max Points 36	Total Points Scored	Achievement Level	Concept I Max Points 20	Concept II Max Points 40	Concept III Max Points 24	Concept IV Max Points 16	Total Points	Achievement Level
BROWN, WENDY Jordan High	123456789123	10/31/87	F	W	11	9	8	28	1	5	10	3	2	20	1
CASATO, JORGE Jordan High	123456789123	09/06/87	M	S	21	7	6	34	2	16	28	5	1	50	2
DOUGLAS, DARLENE Jordan High	123456789123	03/01/88	F	W	22	9	8	39	2	16	18	7	1	42	2
LOWE, DERRICK South Street High	123456789123	01/01/88	M	W	36	35	34	105	4	20	38	24	15	97	4
NETHERS, ROGER South Street High	123456789123	03/20/88	M	W	23	9	9	41	2	20	31	23	7	81	3
PESKY, KAITLN South Street High	123456789123	02/25/88	F	W	35	33	34	102	4	20	39	23	13	95	4
Number Scoring Achievement Level 1									1						1
Number Scoring Achievement Level 2									3						2
Number Scoring Achievement Level 3									0						1
Number Scoring Achievement Level 4									2						2
Number Not Tested (includes NV)									0						0
	4														

Description of the Sample District Roster Summary

The District Roster Summary provides score information for all students in the district and includes all information for each student that was provided on the Individual Student Report.

Pointer highlighted sections of the report:

- ❶ **Student and School:** The student's name appears in bold type followed by the name of the school.

Demographic Information: The demographic information reported for each student (student SASI identification number, date of birth, gender, and ethnicity) was obtained from the school's student database (SASI), or in some cases was coded directly by the teacher on the student's score sheet.

- ❷ **Concepts:** Items on the assessment were grouped into concepts to describe the student's performance on categories of skills in mathematics and English language arts. The maximum points that could be obtained for each concept are specified in the column headings. The number of points scored by a student in each concept is reported in the columns.

- ❸ **Total Points Scored:** The "Total Points Scored" is the total raw score a student obtained on the mathematics or ELA section of the assessment. The range of possible points a student could score on the mathematics assessment is 0-108 points. The range of possible points for ELA is 0-100.

Achievement Level: The student's overall performance on the assessment is reported as an achievement level ranging from 1 to 4. The achievement level is determined from the student's total points scored. The score ranges for assignment of achievement levels are provided on page 2.

- ❹ **Summary of Achievement Level Scores:** This section of the report summarizes the number of students at the school scoring at each achievement level for mathematics and English language arts (ELA). Students with no scored items or with less than three scored items (not a valid assessment attempt) in a subject area were counted as "Not Tested" for that subject area.

Additional Information

For questions or comments regarding the HSAP-Alt assessment or score reports, please contact:

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Office of Assessment
Division of Curriculum Services and Assessment
South Carolina Department of Education

Acknowledgement

Some aspects of the design of the HSAP-Alt score reports were modeled after the 2003 Colorado Student Assessment Program Alternate (CSAPA) score reports of the Colorado Department of Education.